

INTELLECTUAL DISABILITIES

JFY 2003 COUNTRY REPORT **ZAMBIA**

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1. GENERAL INFORMATION

Zambia is a Landlocked country in Central Africa; sub-Sahara African region. It has 8 neighboring countries. The country has 752,614 square kilometers of land. It has a democratic system of Government.

The country has a population of 9,885,591 people, with a population growth rate of 3.1% and economic growth rate of 0.2%. According to 2000 census de jure results, Zambia has a young population of 46% below age 15 years. This implies that there may be a population growth as this population enters the reproductive age, (Ministry of Education (2002), Central Statistics Office (2002)).

One notable population feature of 2000 census results is that male population (4,946,298) out numbers the female population (4,939,293). While over the 1990-2000 period there has been an increase of 2% of female head households. The urban population is at 38% while rural population is at 62%. It is observed that there is a decline in urban migration. The decline that has been attributed to closure of several parastatal companies that provided employment opportunities and contributed to urban economic activities.

The Director of census and statistics postulates that unemployment has increased both in rural and urban areas since 1990-2000.

The population of disabled people is 0.7% of which 53% are males and 47% are females (Central Statistics Office (2003)). That entails that there are more disabled males than females.

Life expectancy at birth was 50 years in 2000. An increase of 3 years from 47 years in 1990. Babies in urban have a higher life expectancy than their counterparts in rural. Infant mortality rate is that 1 out of 9 infants die before the age of 1 year. Census 2000 reveals that there has been a decline of 12% on infant mortality rate over the 10 year period 1990-2000.

Maternal mortality is rated at 2%. 200 out of 10,000 mothers that deliver each year die due to problems related child birth. 40% of the births take place in health institutions (Ministry of Health (1991)).

The Ministry of health embarked on integrated Health Services approach, where

routine pre natal and post natal services provide special care of women with serious problems. Training is also provided to more health personnel and Traditional Births Attendance (TBA) in delivery techniques so that they can better assist at childbirth. Family Planning knowledge and services are also provided.

Special support programs and services are provided to mothers who are HIV and mothers of children who are infected by HIV. Parental surrogate groups, Nutritional support services have become a common trend with participation of Government, private sector, the church and NGOs.

The literacy levels remain low in the country. Over the 10 years period 1990-2000; literacy level has stagnated at 55% in the 5-14 years age group. Amongst the youth group 15-24 years the literacy rate has declined from 75%-70% while adult literacy has increased slightly from 66%-67%.

To raise the literacy levels and improve on quality provision and access to education, the Government launched the Basic Education Sub Sector Investment Programme (BESSIP). Under which educational provision was liberalized to allow private sector involvement. Partnerships between Government and donor were formed. This liberalized educational policy has enabled the country to experience growing educational business providing unprecedented access to quality education to many. Both Government, Private and Community Schools provide a wider range of access to education.

The Zambian National Education policies are guided by liberal democratic values (Curriculum Development Centre 2001). It is the Ministry of Education policy that every child has 9 years of Basic Universal Compulsory formal education covering grades 1-9. This 9 year Basic Education is broken down into: Lower Basic Education 4 years, grades 1-4. This period is regarded as fundamental years where competency in Basic Literacy and Numeracy Skills must be achieved. The next period, Middle Basic School covering grades 5-7(3 years) focuses on development of competencies achieved and the "type of attitudes and skills relevant for future self employment and for the maturity of the learner as an active and responsible individual".(Curriculum Development Centre (2000:p7). The Upper Basic 2 year period of grades 8 and 9 form the foundation for further education.

According to the Ministry of Education Policy, free education is compulsory for the first 7 years covering grades 1-7. No child is levied, uniforms are not compulsory, stationary is provided. During this 7 year period of education, the Primary

Reading Programme approach has been adopted. This course has 3 stages.

The first stage is the New Breakthrough to Literacy (NBTL) that covers 1 year for grade 1. Initial literacy is taught in a familiar local language using the language experience approach English is taught orally.

The second stage is the Reading Course basically 5 year duration covering grades 3-7, the concentration is development of the competences achieved in literacy and numeracy. Results of pilot projects have revealed 200 % increase in literacy and numeracy skills from this same approach.

2. INTELLECTUAL DISABILITIES SITUATION

There is a growing awareness in the country of services being provided for children and adults with special needs. The modes of detecting children with intellectual disabilities who in the Zambian context are called children with Learning Disabilities (LD) are screening and child observation.

Child observation mode, the parent or care giver detects a child who presents significant delayed development and then takes the child for diagnostic assessment. In school it is the teacher who does the observation and may conduct a pre-referral educational intervention.

The screening mode, a team of qualified Health Service providers conducts screening tests in grades 1 and 2. Children detected to have intellectual disabilities are referred, after discussion with parents for further investigations and ascertainment of disability. A multi disciplinary assessment team based in the capital city conducts diagnostic assessment and placement of the child.

The Ministry of Education's policy on children with Special Education Needs (SEN) postulates that they should be mainstreamed to the largest extent possible, therefore, special education is provided in the regular school for the mild and moderate children. Those with severe learning difficulties (LD) are taught in special units attached to the main school and special schools with specialist teachers.

For those unable to be enrolled in school either due to age or the severity of the condition, through the Inclusive Schooling Programme (ISPRO) the Zambia Home School Based Education Programme (HSBEP) has been established. This is where volunteer teachers visit the children and provide the service right at the home of the child in partnership with the care giver.

Vocational training is provided in trades college for youths with Intellectual Disabilities who are 16 years and above, under the Technical Vocational

Entrepreneurship Training Authority (TEVETA) a Government Department.

The Vocational Training Programmes have been funded by the Finish Association for Mental Retardation (FAMER). Both sheltered and unsheltered employments have been arranged by FAMER and Zambian Association on employment of persons with disabilities. The Disabilities Act No.33 of 1996 provides for the rights and freedoms of persons with disabilities. The same law provides for positive discrimination and tax rebut to any employer who employs 3 or more persons with disabilities.

The Zambia Agency for Persons with Disabilities (ZAPID) is the Government Agency entrusted with the empowerment, capacity building and coordination of matters related to persons with disabilities. Zambia Association for Children and Adults with Learning Difficulties (ZACALD) is the main NGO directly dealing with service provision and advocacy for people with Intellectual Disabilities. ZACALD is an affiliate of the mother body-NGO, Zambia Federation of the Disabled which has six affiliates each specializing on each disability area.

Activities of International Organizations have mainly been service provision and capacity building in nature. NORAD, FINIDA, DANIDA, and JICA have made profound contributions by; training specialist teachers, providing equipment, building special education units, provision of transport.

3. OUTLINE OF UTH SPECIAL SCHOOL

1) ABOUT THE SCHOOL

University Teaching Hospital (UTH) Special School is an Educational Institution providing comprehensive special education. It caters for children with Intellectual Disabilities (from 4-16 years), Hearing Impaired (4-8 years), Physically Handicapped (6-18 years), Multiply Disabled Children (5-16 years) and children with behavioral disorders (6-16 years).

It is a Government special school. It has 6 departments; Multiple Disabilities Centre, Hearing and Speech Centre, Counseling and Guidance Department, Hospital Teaching Department, Cheshire Homes Department and Zambia Institute of Special Education Unit.

2) SERVICES PROVIDED

The school provide the following services:

- Individualized Educational Programmes(IEP)
- Behavior Modification Programmes

- **Pre-Vocational and Vocational Skills Training**
- **Counseling and guidance services**
- **Home-school based education outreach support services**
- **School-based physiotherapy**
- **School-based Assessment Referral Services**
- **Transit Boarding Facility or children undergoing Orthopedic Surgery**

3) RESPONSIBILITY HELD

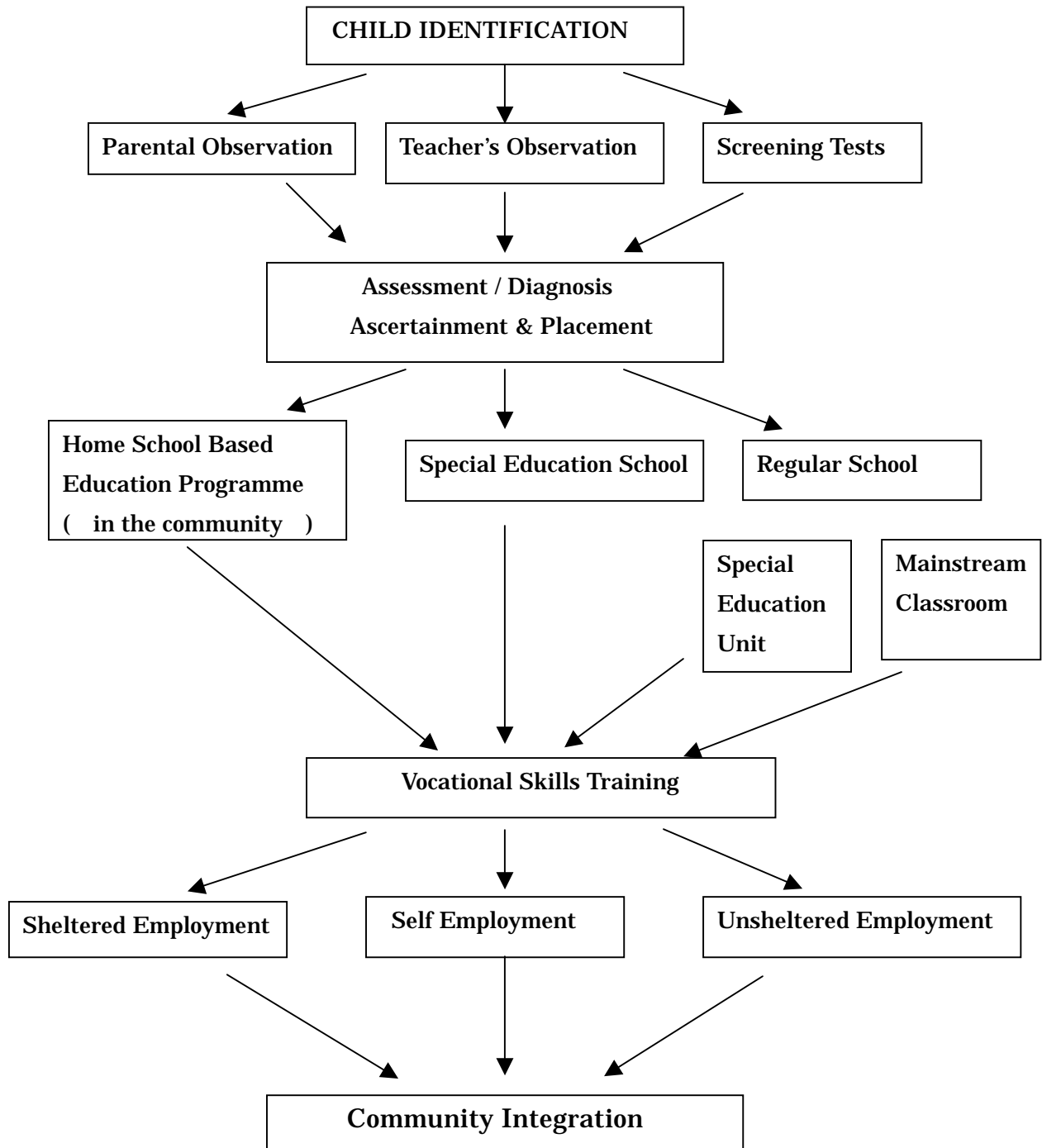
I am Acting Deputy Head in charge of the immediate supervision of both professional and auxiliary staff, reporting to the head.

- **Responsible for monitoring the quality of programmes offered, provide advise and consultation on programmes design and implementation, staff allocation and recommend staff development and child enrolment to the headmaster.**

ANNEX 1

GENERAL SERVICE DELIVERY SYSTEM

(For People with Intellectual Disabilities)



ANNEX 2

MAIN ORGANIZATIONS INVOLVED WITH INTELLECTUAL DISABILITIES

1. **Zambia Association for Children and Adults with Learning Disabilities(ZACALD)**
Centers on service provision and advocacy conducts awareness programmes, supports parental surrogate groups, lobbies for the welfare of people with ID, mobilizes and distributes resources.

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